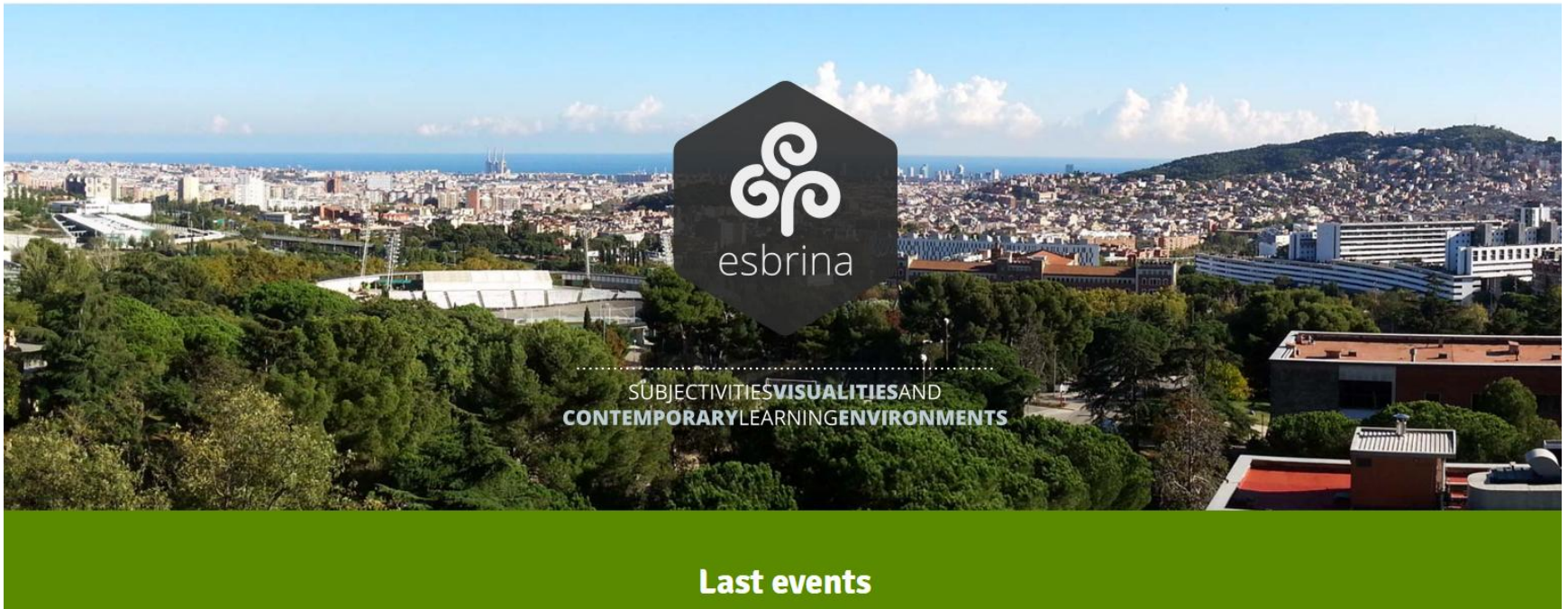


# Learning research methods by developing research projects

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# Building a research group since 1994

The *problem* is not the methods, but the political, ethical, ontological and epistemological perspective

# L'etnografia

investigar l'etnografia i vam definir la nostra  
com a la investigació de certs col·lectius  
s alumnes i els professors d'escoles i  
s des de la nostra perspectiva d'alumnes.  
em estudiar l'aprenentatge dins i fora de



**Methods can be used from a rather positivist, objectivist, reductionist and status quo research perspective (Mode 1 knowledge production –Gibbons, Limoges, Nowotny, Schwartzman, Scott & Trow, 1994);**



Moshekwa Lanka, 2009



**To a more constructionist,  
subjectivist, complex, participatory  
and inclusive (Nind, 2014) one  
(Mode 2 knowledge production).**



OUT.

SONIA LOPEZ MONTERO  
PABLO MARIN REYES  
SERGIO MARTÍNEZ  
ANGEL MORÓN CAZORLA  
MASSIEL PASCUAL DE LA  
CRUZ  
ERICA RODRÍGUEZ



# Positionality

- Positionality is vital because it forces us to acknowledge our own power, privilege, and biases just as we denounce the power structures that surround our subjects. A concern for positionality is a reflexive ethnography; it is a turning back on ourselves. When we turn back on ourselves, we examine our intentions, our methods, and our possible effects. We are accountable for our research paradigms, our authority, and our moral responsibility relative to representation and interpretation. (Madison, 2012, p. 16)

**Constructionist approach: “the social bases of knowledge and the symbolic origins of reality” (Ema-López & Sandoval-Moya, 2003, 7-8).  
Moving into the post-qualitative debate.**



Jo Spence, Studio Voltaire, 2012



**The hermeneutic phenomenology, as foundation  
of the notion of experience (van Manen, 1990)  
The narrative of experience (Clandinin & Connelly,  
2000)**



Cindy Sherman, Biennale de Venecia, 2011



**Narrative research methods as ways of catching and giving account of these experiences (Conle, 2000; Clandinin, 2007).**

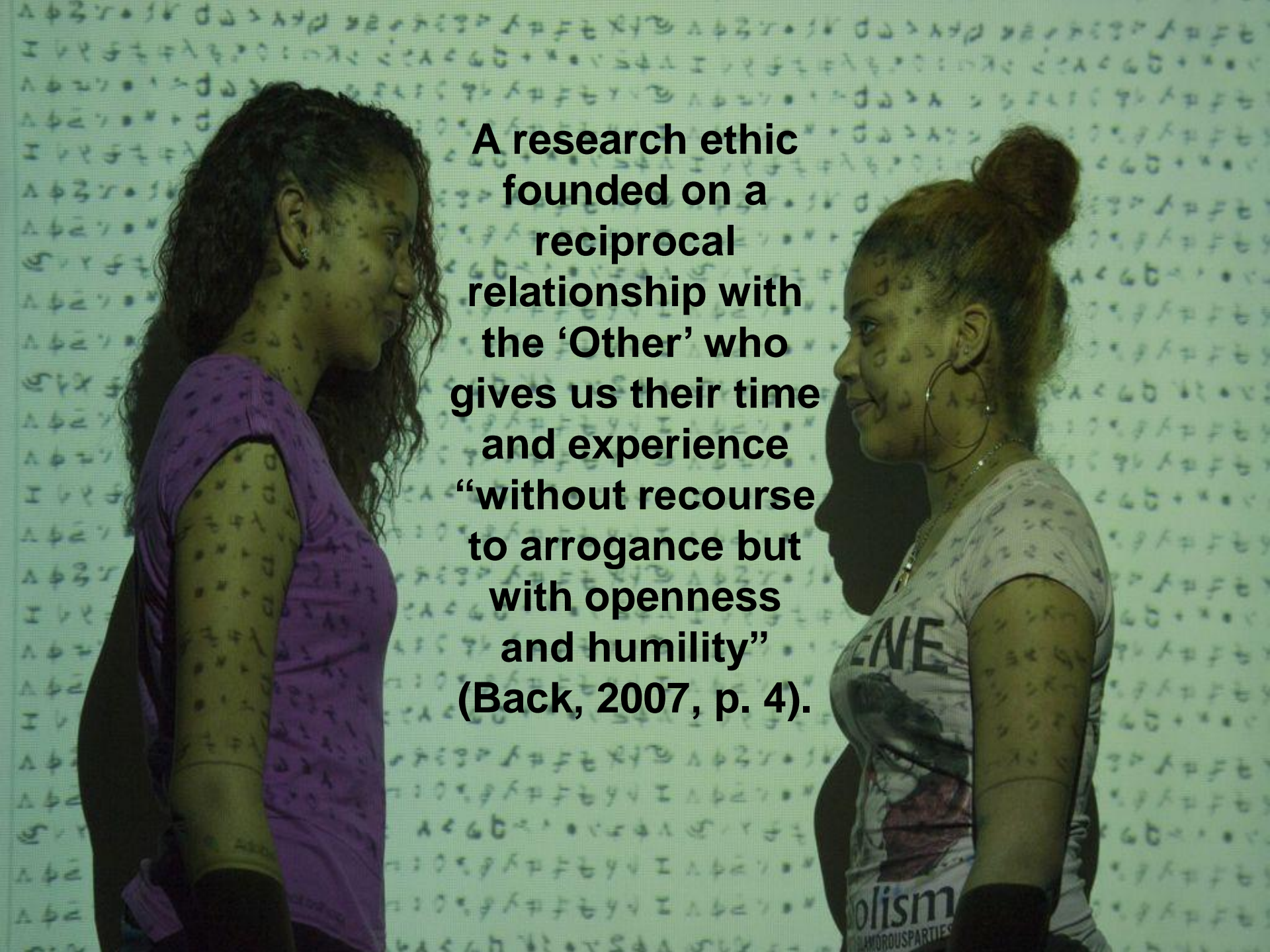


Francesc Torres & Mercedes Álvarez. 25% (2003)



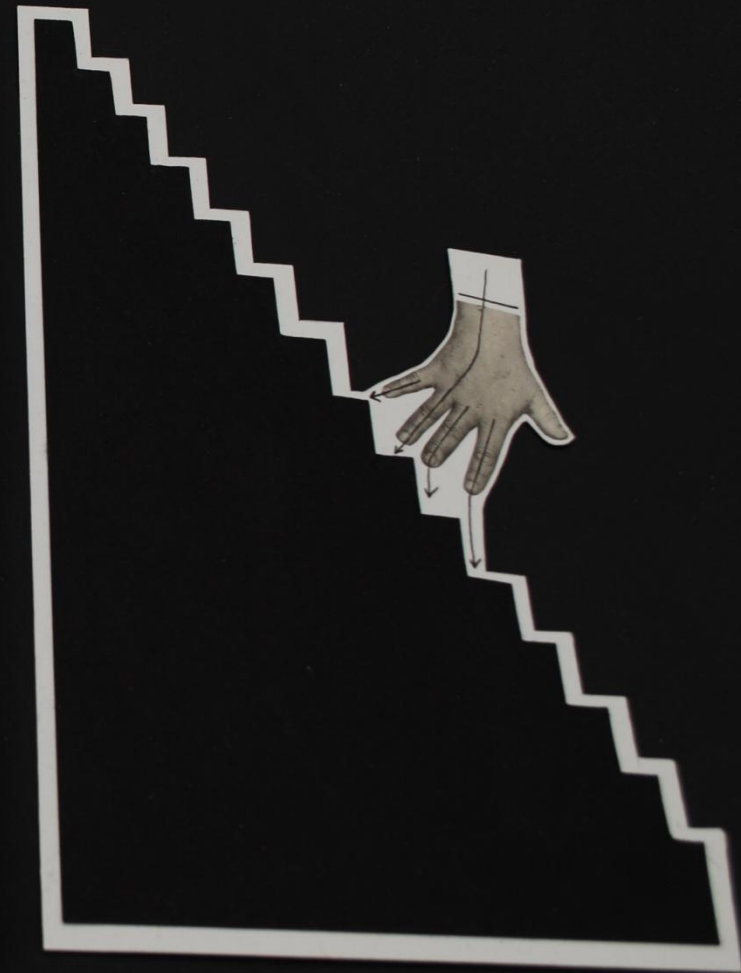




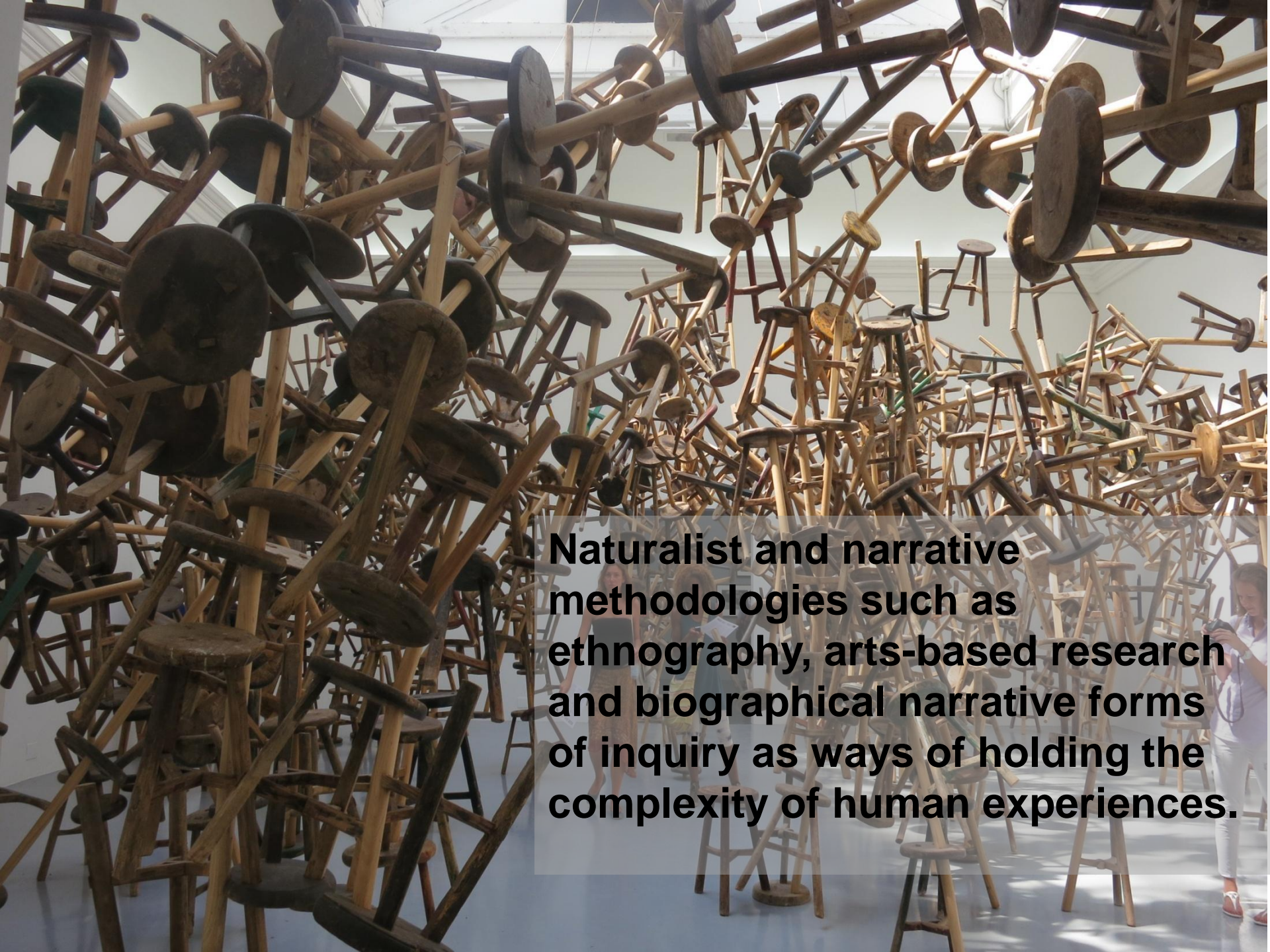
The image features two women in profile, facing each other. The woman on the left has long, dark, curly hair and is wearing a purple t-shirt. The woman on the right has her hair in a bun, wears large hoop earrings, and a white t-shirt with the word 'LOVE' and 'polism' visible. The background is a light green wall with a repeating pattern of small, dark, stylized text. Overlaid on the center is a quote in bold black text.

**A research ethic  
founded on a  
reciprocal  
relationship with  
the ‘Other’ who  
gives us their time  
and experience  
“without recourse  
to arrogance but  
with openness  
and humility”  
(Back, 2007, p. 4).**

**Participatory research as “a research process which involves those being researched in the decision-making and conduct of the research” (Bourke, 2009, p. 458)**







**Naturalist and narrative methodologies such as ethnography, arts-based research and biographical narrative forms of inquiry as ways of holding the complexity of human experiences.**



**Non-totalitarian narrative strategies (Conle, 2000) that enable reflecting on the different sources and references collected through different research methods to configure the narrative accounts (Kincheloe & Berry, 2004).**





accès  
fort Saint-Jean  
terrasse  
restaurant



300

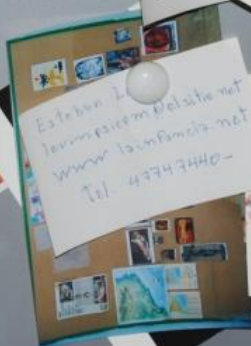


600

**Researching to (academically) succeed vs. researching to understand and transform.**

**The phenomena are highly contextualised and shaped by a combination of human actions and discourses**

We do not ask people to share stories that we are unable (or unwilling) to share.







**How we learn about research methods, while  
implementing research**





- What does mean to understand the research project as a continuing formation;
- Aspects relating to the learning of research methods in group;
- Tensions and inputs derived from developing and using innovative research methods.

■

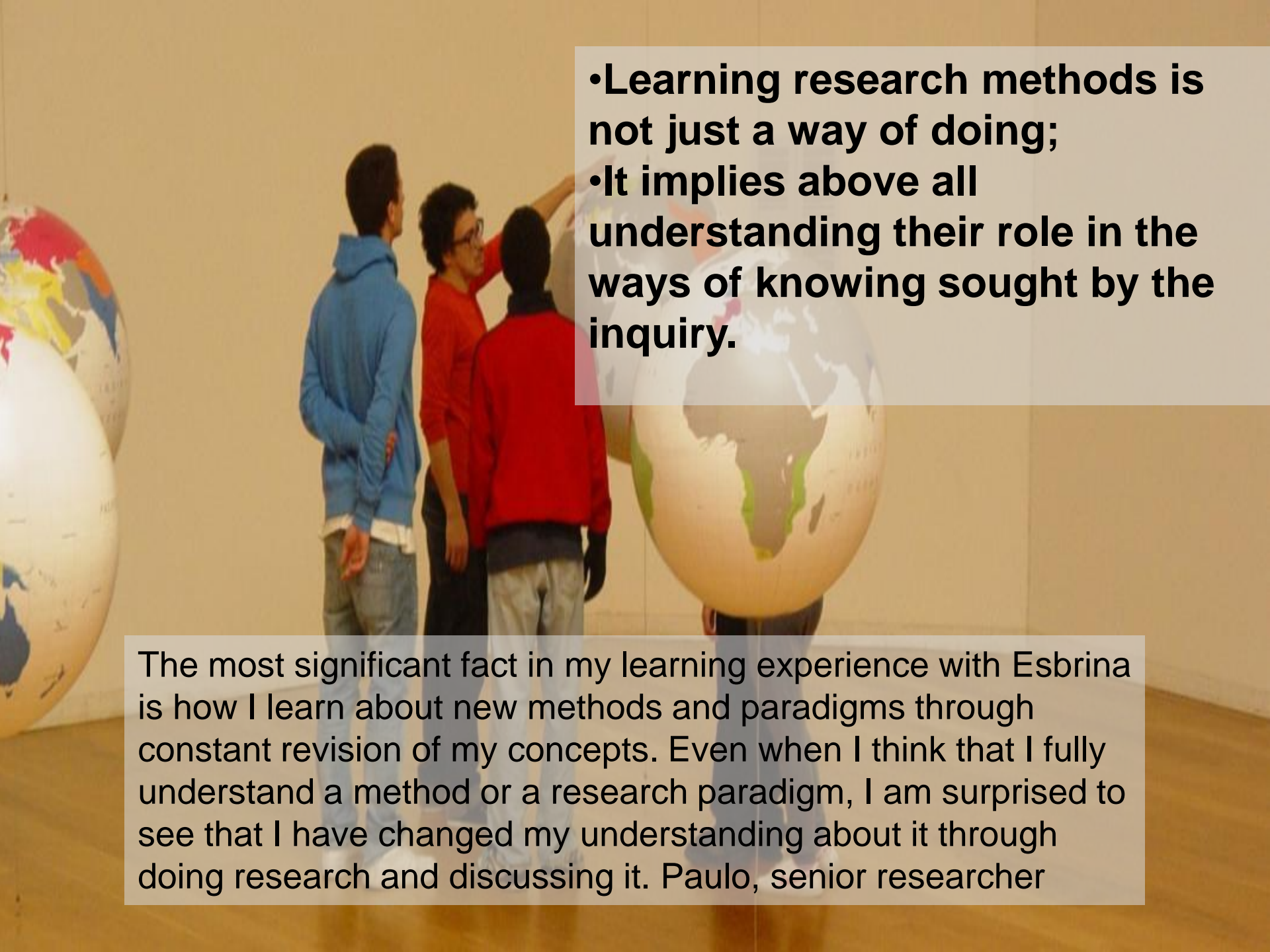




**2010-2013: Identidoc - The construction of the professional identity of infant and primary school teachers during the initial professional development and the first years at work (MIMECO-EDU2010-20852-C02-01/02).**

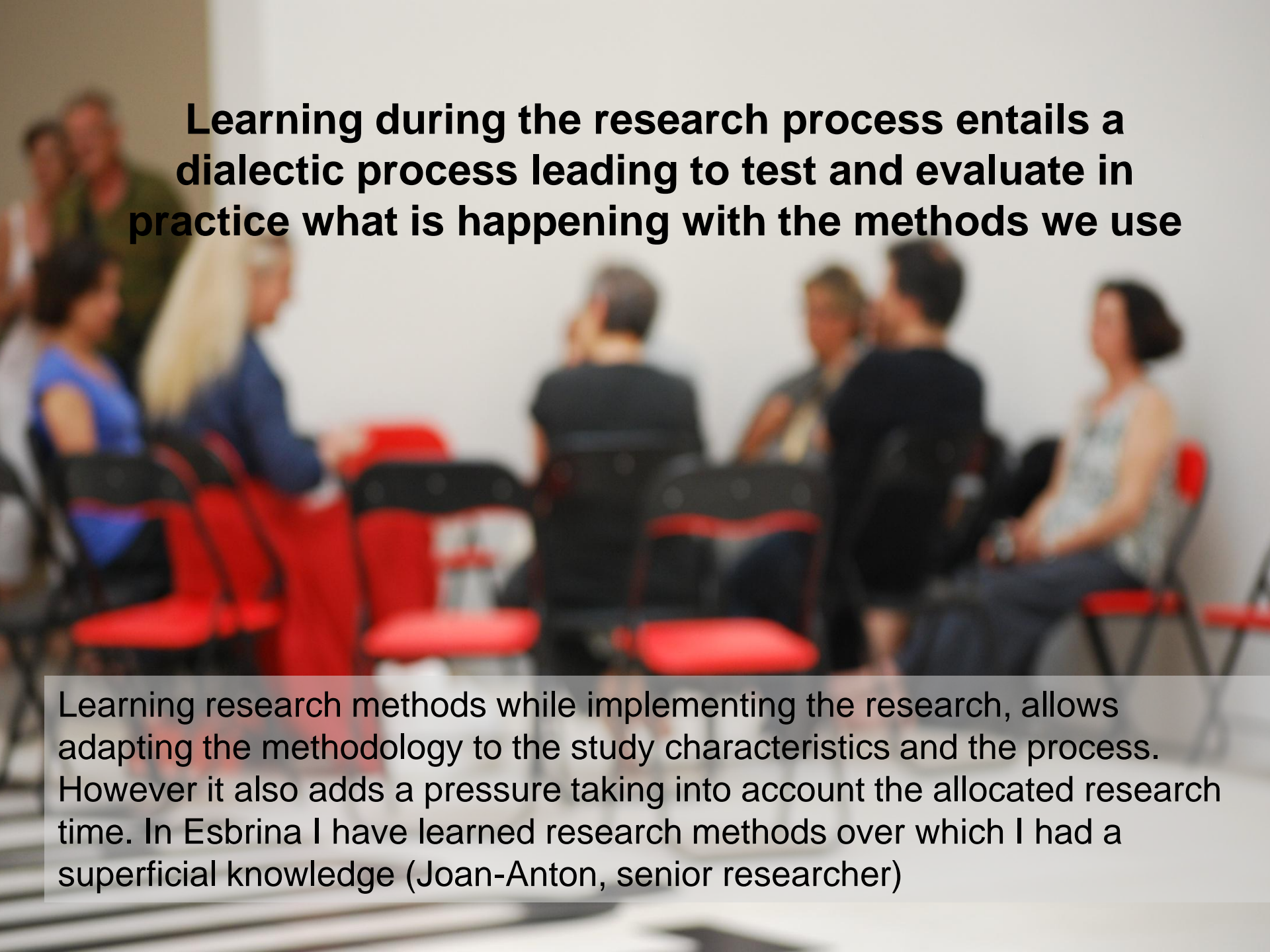


**2012-2015: “Living and learning with new literacies in and outside school: contributions for reducing school drop-out, exclusion and abandonment among youth” (Spanish Ministry of Science and Innovation. EDU2011-24122**

- 
- A background image showing three people (two men and one woman) standing in a museum or gallery, looking at a large, stylized globe. The globe is made of a grid of colored squares, with some areas highlighted in red, yellow, and green. The people are seen from the back, looking towards the globe. The man on the left is wearing a blue hoodie and jeans. The woman in the middle is wearing a red shirt and glasses. The person on the right is wearing a red jacket and light-colored pants. The globe is mounted on a wall, and there are other globes visible in the background.
- Learning research methods is not just a way of doing;
  - It implies above all understanding their role in the ways of knowing sought by the inquiry.

The most significant fact in my learning experience with Esbrina is how I learn about new methods and paradigms through constant revision of my concepts. Even when I think that I fully understand a method or a research paradigm, I am surprised to see that I have changed my understanding about it through doing research and discussing it. Paulo, senior researcher





**Learning during the research process entails a dialectic process leading to test and evaluate in practice what is happening with the methods we use**

Learning research methods while implementing the research, allows adapting the methodology to the study characteristics and the process. However it also adds a pressure taking into account the allocated research time. In Esbrina I have learned research methods over which I had a superficial knowledge (Joan-Anton, senior researcher)

- **Learning methods is not a unidirectional and solitary issue.**
- **It takes place in the life of the group and is linked to projects.**
- **We allocate spaces in which the notion of learning is relational in a double sense: between people and with the research projects' axes.**



From learning research methods in group I value the exchange of ideas, sharing feelings, to assert myself sometimes with the help of other and also disagree a lot. I don't know if we learn in groups. I know that I learn things working in the group (Judith, junior researcher).





**Learning takes place in the process of shared writing. A more invisible and less explored learning that allows embodying the lessons learned during the research process.**

Writing papers with more experienced members has been key; also organizing events and attending to international conferences, workshops and symposia; and finally the feedback to our text given by the PR. (Raquel, junior researcher)



**Maintains an active tension between the *known* and the *unknown*.**

Learning research methods while the project is carried out is a very important part of learning by doing. It also has a downside. Not knowing quite clear what are you going to do a priori, before starting the research (Judith, junior researcher).

David Černý  
Entropa. 2008 – 2009





**Assume risky research positions.**

**Because we do not define the phenomenon to study before exploring it; do not impose predefined categories of analysis on the evidences.**

Roman Týc. *Traffic luces*

The main risks are related to the subjective nature of our methods. Sometimes we may end up with highly heterogeneous results due to the particular way each of us understands the methods, which takes us to a lot of reflection, and unifying efforts (Paulo, senior researcher).



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Thank you!!